

AT LAST YOU CAN REALLY SPEAK A FOREIGN LANGUAGE EFFECTIVELY



Here, for the first time, is a quick, easy, convenient, and economical language learning system that actually makes it possible for you to *speak* a foreign language, *understand* it, *read* it, *write* it—yes, even *THINK* and *RESPOND* in it as a native does, without translating.

Best of all, you can carry on real conversations in your new language. You can read simple materials to yourself or out loud with excellent pronunciation. And you are prepared to go on learning from your new friends in your new language with a minimum of translation.

LLINC programmed, self-instructional audio/visual courses in spoken foreign languages are money-back guaranteed to work for you whether you have never studied a foreign language before, have tried other language study methods without success, or even if you have had years of academic training but need to improve your ability to speak and comprehend.

WHAT A LLINC COURSE WILL DO FOR YOU

In technical terms, LLINC programmed courses are designed to meet the high-probability requirements of a literate adult traveler planning to take a brief trip to a foreign country.

In plain words:

LLINC Courses in spoken foreign languages are programmed to permit you to begin studying *with or without* any previous knowledge of a foreign language and progress until you can comprehend, speak, read, and—if you wish—write an important basic part of the language.

Upon completion of the course, you will be ready to continue advanced study of the foreign language in that language with a minimum of instruction in your native language or translations to or from it.

Specifically you will:

1. Be able to understand spoken words;
2. Be able to imitate spoken words and speak the language;
3. Be able to use the basic vocabulary and the basic structures of the language which you are most likely to need when traveling abroad;
4. Be able to carry on simple conversations covering situations you are likely to meet in a brief trip to a country using the language you are learning;
5. Know how words are written in the foreign language;
6. Be able to understand simple written materials in the language and read them aloud with good pronunciation (texts, dictionaries, newspapers, magazines, etc.);
7. LEARN TO THINK AND RESPOND IN THE LANGUAGE WITHOUT TRANSLATING.

TRAVEL-ORIENTED FOR GREATEST USEFULNESS

Linguistically, LLINC Courses are designed to give you a solid basic foundation in your new language.

LLINC can program courses to meet any functional requirement of any group of users. But research shows that the first foreign language requirement of most adults is to be able to travel abroad or to talk with foreign travelers in this country.

So, LLINC Courses are designed to provide you the speaking skills, vocabulary, and knowledge of situations, language structures, and culture you are most likely to need on a short trip abroad.

All of these elements of skill or knowledge are carefully woven together into every LLINC programmed audio/visual course so you reach each item of information and develop each skill as you need it and are ready for it.

After you complete the basic course you will be sufficiently prepared so you can easily learn specific language to meet particular professional or commercial requirements.

BASED UPON INTER-PERSONAL CONVERSATIONAL SITUATIONS

In order to make the courses interesting as well as linguistically sound, the learning process is woven around a series of inter-personal conversational situations.

Situational photographs illustrate each conversation. In addition to being interesting, the photographs actually speed learning by helping you to concentrate on the proper part of the learning process at the right time.

Each conversation is printed immediately below the photograph which illustrates it. When you are ready for it, you will learn to read, read out loud, develop full native conversational speed, and learn to write by using the printed words in various ways.

LLINC LINEAR-RECYCLICAL-BRANCHED PROGRAMMING MAKES IT POSSIBLE

Whether you have never studied a foreign language before or are using a LLINC Course for review and brush-up, you start at the beginning and go all the way through the course. You skip nothing, because every Learning Unit in the Course contains essential skills in pronunciation and inflection of the spoken language as well as vocabulary and structures (forms of sentences) which you need to master.

The difference is that the courses adapt themselves to meet your requirements. You take only as long as *you* need to come to the level of proficiency *you* want in any step or phase before moving on to the next.

In order to make this possible, the learning materials on the tapes and in the accompanying visual-aid booklets are carefully programmed, recorded, edited, and arranged so you use them in many different ways to develop all the necessary skills.

LEARNING UNITS ARE EFFECTIVE IN LENGTH

The average Learning Unit in a LLINC programmed course contains about one and one-half minutes of carefully programmed recorded conversational material. On the average it takes about an hour or so to complete a single Learning Unit through all the phases of the LLINC learning process.

Experience shows that longer units either contain too much learning material for most students to master, or they

are so repetitious that they are dull and boring.

With LLINC programmed materials you master each carefully programmed and presented Learning Unit—which has been tested and revised to insure learning effectiveness—before going on to the next.

SPEAKING A LANGUAGE IS MANY SKILLS

To communicate effectively in a modern foreign language, you must be able to hear and understand, to speak understandably, and usually you must be able to read written materials—often out loud—and write at least simple messages.

To do all this takes many skills: skills of hearing, of understanding what you have heard; vocal skills that let you produce the sounds of the new language and pronounce them with rhythm and inflection understood by native speakers; and finally, the skills of reading printed and written materials as well as the skills of hands and fingers needed for writing.

You can't learn all these at once—no one can.

There is a logical order that produces the most effective learning. And it is on that logical order that LLINC Courses are programmed.

YOU LEARN AS AN ADULT— YOU'RE NOT A CHILD ANY MORE

As a literate adult, you have developed ways of learning which are different from the ways by which you learned when you were a little child.

For this reason, these LLINC Courses are designed to meet the learning requirements of adults while providing the situational, vocabulary, and other requirements of the literate adult traveler.

FIRST YOU LEARN THE SOUNDS (PHASE ONE)

All language begins with speech—spoken sounds. Writing comes later. But for literate adults it must not come too much later because most of us are in the habit of thinking in terms of written words.

So, with LLINC Courses, first you learn to hear and understand an important group of words and ideas.

Then you speak these words and sentences, recording your own voice on the tape right after the voices of the native speakers.

12 EXCELLENT NATIVE SPEAKERS IN EVERY COURSE

Twelve carefully selected native speakers have recorded each course at normal conversational speed and with native accent and inflection.

The first six native voices (4 male and 2 female) that you hear in the first two reels (40 Learning Units) are carefully chosen to provide you with a group of consistent models using a standard accent pattern so you develop an excellent pronunciation.

In the third reel (25 additional Learning Units of more rapid material) you hear another six voices.

The new voices in Reel 3 are selected to provide you additional regional accent patterns so you become used to understanding and learning from many different kinds of voices and accents.

LISTEN

If you are like most learners, you will want to listen to each new Learning Unit five, six, or more times until you

can hear clearly all the sounds of the words and sentences you are learning and feel ready to start imitating them.

RECORD YOUR OWN VOICE

Then, putting your tape recorder into *student record*, you actually record your own voice *on the same tape* in the carefully controlled pauses provided after the native voices.

This is possible because the language-laboratory-type tape recorder is a two-channel machine which lets you listen to one track where the native voices are recorded and simultaneously record your own voice *on another track of the same tape* without erasing or affecting the native voices.

Afterwards, you play the tape back and compare your recorded voice with the native voice.

You can repeat this *student record* process as many times as you want. Each time you record, you automatically erase your old recording and put your new one on the tape without affecting the native voices in any way.

COMPARE WITH THE NATIVE SPEAKERS

After you have recorded your voice imitating the native speakers, you rewind the tape and play it back so you can compare the two tracks, listening one or more times to hear where there are opportunities for you to improve.

IMPROVE

You probably will be very pleased with what you have accomplished, because LLINC programming techniques make it easy to master the words, sentences, pronunciations, and inflections you are learning.

Still, there is almost always room for improvement. And the LLINC linear-recyclical-branching method *sharpens your hearing* so you are able to hear exactly how well you have done and can determine where you want to make improvements.

SPOKEN WORD FIRST, THEN THE WRITTEN (PHASE TWO)

During the steps above, you have been looking at the situational photographs in the visual-aid booklets which supplement the tapes.

You have avoided looking at the printed words until *you know for yourself* that you are able to speak these words fluently with excellent pronunciation.

If you look at the printed words too soon, your idea of how the printed word *ought to sound* will interfere with the sound which your ear is actually hearing and trying to transmit to your brain. As a result, if you look at the printed words too soon you will have much more difficulty developing a good accent.

But, once you have mastered the spoken word and *know* that you *can* speak the new language, then you will want to know how the words are written down.

Learning the written forms of the words *after* you have learned to speak them will also help you remember them and will strengthen your learning process.

AGAIN: LISTEN, IMITATE, COMPARE, IMPROVE

Now you follow the same four-step procedure you used above, but this time you look at the conversations printed below the situational photographs.

In the beginning, looking at the printed words will produce some interference and the quality of your imitations

will fall off. But you will quickly recover as you “compare and improve” and soon will do even better than before.

DEVELOP FULL NATIVE CONVERSATIONAL SPEED WITH CONFORCEMENT® (PHASE THREE)

Conforcement®, an exclusive LLINC development, helps you achieve full native conversational speed and provides final testing of how well you have learned.

After you have learned to read out loud by imitating the native voices while looking at the printed words, you are ready to go on to the anticipate phase.

In the anticipate phase you read out loud from the printed words and record your voice on the tape in the pauses *ahead* of the native voices. You will immediately hear the native voice saying the word or sentence correctly.

If you are right, you get immediate confirmation.

If you have made a mistake you will get immediate correction without embarrassment.

And the native voice following yours provides reinforcement of your correct pronunciation patterns.

Conforcement® is LLINC's technique of providing you with confirmation, correction, and reinforcement as well as final testing at full native conversational speeds.

Here again, you have the opportunity to record, compare, and improve your pronunciations until you arrive at the level *you desire*.

Nothing equals the LLINC “listen, record, compare, improve” methodology for letting you hear yourself objectively just as others hear you. And you have this important benefit available to you immediately after you have completed recording the word, word group, or sentence you wish to improve.

In addition, LLINC's Conforcement® technique makes it possible for you to carry on life-like conversations with the native speakers in your course.

In the anticipate phase you answer real-life questions and—through LLINC's Conforcement® technique—you find out immediately whether your answer is correct, and whether you have pronounced it correctly.

Users report exceptional development of speech fluency as a result of using the LLINC Conforcement® technique.

16 NEW RAPID CONVERSATION EXERCISES TO IMPROVE YOUR COMPREHENSION OF HIGH-SPEED CONVERSATION

As a result of three years of field testing, 16 new Rapid Conversation Exercises have been added to the new LLINC Revised Courses now available.

In the second and third reels, at the end of each logical element of the story sequence, a Rapid Conversation Exercise has been added to help you improve your ability to understand high-speed conversation.

These Rapid Conversation Exercises bring together the conversational content of one or more Learning Units which you have already learned.

The announcer's voice and the pauses are removed so you now hear a native conversation as if you were sitting at the next table or standing next in line.

You listen to these Rapid Conversation Exercises as many times as you need to in order to hear and understand every word and sentence of the high-speed native conversation clearly and without translating.

Many learners have reported that they like to “sing along with Mitch” on these Rapid Conversation Exercises and record their own voices right along with the native

voices. Our learners report this gives them an unusual opportunity to develop native rhythm and inflection in sustained high-speed conversation.

WRITING IS LAST (PHASE FOUR)

If you wish to learn to write the language, you use the native voices on the tapes as a source of dictation. Write down the words and conversations as you hear them and then compare your writing with the printed words for spelling, accents, and punctuation.

PROGRESS AT YOUR OWN RATE

Every learner is an individual and each learner progresses in a different fashion. LLINC linear-recyclical-branched courses are programmed so *you* work on only the materials *you* need.

Re-record your imitation or anticipation of the entire Learning Unit if you wish, or concentrate on the individual word or two which you need to improve.

SELF-TESTING IS BUILT IN

LLINC Courses require you to respond frequently, and to understand and speak the language fluently within carefully timed pauses.

As a result, LLINC Courses have built-in self-testing.

You know automatically whether you are able to perform a given function in the time allowed. After you have mastered any given step, you will find it very easy to fit your recording into the pauses allowed for either imitation or anticipation.

YOU ALWAYS KNOW HOW YOU ARE DOING

As a result of the built-in self-testing, with a LLINC Course you always know exactly how you are doing. And you know immediately. As soon as you finish a given step, you can compare and hear or see how you have done.

If you have done well, you automatically go on to the next step. If there is still room for improvement, you continue improving until you are satisfied.

No need to wait days or weeks for grades to find out how you did. Nor do you sit and waste time while other slower members of a class try to catch up.

Still, if *you* have a special problem, *your* LLINC Course and language learning system are right there *at your command* to help *you* solve *your* problem.

HOW WILL I KNOW HOW TO SPEAK CORRECTLY?

A common question from people not familiar with LLINC Courses is, "How will I know how to say the words correctly?"

With the LLINC programmed methodology you will learn to speak your new language just as you learned to steer an automobile. The technique is called "successive approximation". And it is really quite simple and enormously effective in practice.

To begin with, LLINC programmed materials are first presented to you on the tapes in carefully controlled sequences which you can master in a reasonable length of time.

Experimentation has shown that the average learner can successfully learn only about three to seven syllables of *completely new material* at a time, depending upon the strangeness and complexity of the sounds as well as the student's ability.

Every new sound or word in a LLINC Course is first presented alone or in a short sequence with which you are already familiar so you can be sure you will hear the sound clearly.

Next you must develop the muscle skills in your speaking mechanisms which will let you produce these sounds.

With a LLINC programmed course you can achieve this more effectively than if you actually lived in a foreign country.

Even living in a foreign country, you never really know how you are doing because you can not hear yourself as others hear you. (Think about the foreigners you know who have lived in this country for years and still speak with a heavy accent.)

YOU HEAR YOURSELF LEARN

With a LLINC programmed audio/visual course, using the language-laboratory-type tape recorder as a teaching machine to help you learn, you hear the language presented to you in manageable amounts by excellent native speakers. Then you imitate immediately after the native voices, recording your own voice on another track of the same tape.

When you rewind the tape and play it back, you hear your voice and the native voices, one after the other. Because the LLINC programming methodology presents the sounds to you in carefully tested amounts, your ear learns to hear the new sounds so well that *you* are able to tell the correct pronunciation from the incorrect.

Where you have not pronounced correctly, you try again. In general, each try brings you closer to the correct pronunciation. If you are not pronouncing a word or sentence correctly, you know it immediately and you try another time.

After a few tries, without anyone having to tell you how to hold your mouth or shape your lips, you will be pronouncing very much like the native speakers.

And as you go through the course, the careful programming reintroduces some old sounds in combination with other new ones so your hearing, discrimination, pronunciation, and inflectional skills develop to proficiency levels which can not be achieved by other methods.

Even individual tutors can not bring you to the same level of pronunciation skill because without the LLINC "listen, record, compare, improve" methodology you never really know how you are doing.

This is the same method you used in learning to steer an automobile. In the beginning, you probably wobbled all over the road. You had trouble even staying in your own lane.

Probably nobody ever told you exactly how much to turn the steering wheel in order to make a turn. But you learned to steer the correct path by a trial and error method until finally you can make such a turn without even thinking about how to do it.

As you practiced and were able to see how you were doing, you learned to correct your own steering and eventually you learned to move rapidly and surely through high-speed traffic.

A LLINC programmed course lets you learn to speak a new language in the same way.

And it happens quicker than it takes to explain why it works.

NO "QUIT POINTS"!

Ordinary language instruction materials often present the student with learning tasks which he can not accomplish because he is not yet adequately prepared for them.

As a result, most language instruction materials have "quit points" where students find it practically impossible to do the task assigned them, and many *fail*.

Such failure—which usually is not the fault of the student—often causes the student to believe he can not learn a foreign language *and he quits*.

LLINC programmed courses are carefully designed, programmed, recorded, tested, and revised to insure that there are NO QUIT POINTS.

Each Learning Unit provides the information and develops the skills necessary for successful completion of the Learning Units which follow.

If a student observes the simple instructions and completes each Learning Unit before going on to the next, he

must learn to speak the new language.

MONEY-BACK GUARANTEE

Any literate adult who can hear and speak, and who has learned to speak English can now learn to speak a foreign language with a LLINC Course.

LLINC is so certain of the effectiveness of LLINC courses that all LLINC courses and language learning systems are sold with an *unconditional 10-day money-back guarantee, even after you have used and recorded on the tapes!*

And we *urge* you to *record on the tapes* because that is the way you really learn with a LLINC programmed course.

After completing even one or two Learning Units, you will see for yourself how you can learn to *really speak* a foreign language with your LLINC course.

If you are not completely satisfied at the end of 10 days, return your course or learning system and your money will be immediately refunded in full without question.

COURSE CONTENT

YOU GET AN AVERAGE OF 100 HOURS OR MORE OF TOP-QUALITY PROGRAMMED LEARNING

Average time to complete the Spanish and French Courses is about 100 hours, and about 125 hours is average for the Inglés (English-from-Spanish) Course.

86 TO 93 LEARNING UNITS ON FOUR REELS OF TAPE

Each course contains four 5-inch reels of learning material recorded on magnetic tape. Each reel contains from 17 to 28 Learning Units.

There are 86 Learning Units in the Revised Spanish Course, 87 in the Revised French Course, and 93 in the Revised Inglés Course.

On the average, each Learning Unit requires an hour or so for mastery through all four phases.

Individual completion times, of course, depend upon the aptitude, prior preparation, and learning goals of the individual learner.

4 COLOR-COORDINATED MATCHING VISUAL-AID FLIP-BOOKS

Each reel is accompanied by a matching color-coordinated visual-aid flip-book which contains the situational photographs, printed conversations, and other explanatory materials which supplement the materials recorded on the tapes.

INSTRUCTIONS, CONDENSED INSTRUCTION CARD, AND GLOSSARY

With each course there are complete instructions and a Condensed Instruction Card which contains the Learning Unit Sequence for the course.

A convenient, pocket-size glossary of the words and terms used in the course is also provided.

MORE THAN 1,000 KEY WORDS YOU OFTEN USE

LLINC Courses are based upon a carefully researched vocabulary of more than 1,000 words you are most likely to need. To these are added some special words necessary to provide you a sound foundation in the language.

HOW YOU PROGRESS WITH A LLINC COURSE

In the first three reels, consisting of 65 Learning Units, you become familiar with the sounds of the language, build your pronunciation skills, vocabulary, knowledge of structures in the language (forms of sentences), and develop native conversational speed.

Reel 4 is different. In the first three reels, you have gained considerable comprehension, speaking, and reading proficiency. In the first half of Reel 4, you learn additional useful questions, phrases, and words.

Now, with a working vocabulary of some 1,000 words, you will want a more solid grasp of verbs.

On Page 34 of Book 4, you begin studying verbs. And even if you began with no knowledge at all of the new language, *you are now studying the verbs directly in the new language*. The explanatory material is carefully programmed in the language you are learning and is based upon authoritative reference works.

When you complete the course, you are prepared to continue learning Spanish in Spanish, French in French, or Inglés in Inglés with a minimum of instruction in your native language or translations to or from it.

LLINC'S LINEAR-RECYCLICAL-BRANCHING TECHNIQUES SAVE YOU TIME AND MONEY

LLINC's programmed courses are *linear* because you go through the entire course from beginning to end, skipping nothing, but moving ahead as fast as you are ready.

LLINC Courses are *recyclical* because you recycle back over the same Learning Unit of recorded and printed materials as many times as you need to, but repeating each step only as many times as *you* need to and only the words, phrases, or sentences that *you* need to work on.

LLINC programmed courses are *branching* because they allow for individual variations in learning pattern instead of presenting you and every other student with exactly the same sequence of operations regardless of your individual needs and abilities.

Because of the high degree of individual flexibility allowed by LLINC programmed self-instructional audio/visual courses, some programming specialists have referred to them

as *intrinsic* programs. In this sense, *intrinsic* means that the course provides within itself the necessary steps to allow for adjustment to your individual learning requirements.

GUARANTEED FASTER, EASIER, AND MORE ECONOMICAL

The important point to you is that *LLINC Courses are faster, easier, and more economical* than other means of studying languages, *and they are guaranteed to work.*

The special economy comes from the enormous reductions in materials costs made possible by the LLINC linear-recyclical methodology.

If LLINC courses were put on tape in accordance with methods used by others, up to 10 or 20 times as many tapes would be required, with a considerable increase in cost and storage problems—and the effectiveness of the courses would be reduced because they would not be able to adjust themselves so quickly to your individual learning requirements.

The reason for this is simple. Learners usually listen to

LLINC-MATCHED LANGUAGE- LEARNING EQUIPMENT

LLINC COMPATIBLE LANGUAGE-LABORATORY-TYPE TAPE RECORDERS IMPROVE LEARNING EFFECTIVENESS

LLINC linear-recyclical-branched programmed courses have been developed over a period of more than six years to take advantage of the teaching-machine potential of dual-channel language-laboratory-type tape recorders.

In turn, the effectiveness of LLINC linear-recyclical-branching methodology has called for additional improvements in language-laboratory-type tape recorders.

The new LLINC linear-recyclical-branching technique requires listening to and recording on much shorter segments of material than are used in ordinary language practice and drill tapes.

The frequent rewinding and changing from *listen* to *record* and then back to *listen* again provide great benefits for you as a learner and demand recorder operating controls and electronic circuits suited to this flexible method of operation.

Regardless of whether the recorder is in *record* or *listen*, the volume in your earphones should remain constant.

A separate listening volume control be provided to insure effective and comfortable listening levels according to your requirements.

Impedance-matched earphones of proper sound quality should be provided. Ideally, earphones should have sound reducing ear muffs to eliminate room noise as much as possible.

When feasible, sound-cancelling microphones should be provided to further reduce room noises and eliminate distractions.

In addition, the play, record, forward, and rewind controls should provide a maximum of convenience for you. Operations should be as automatic as possible and still leave full control of course operations in your hands.

So far as possible, you should be able to operate the controls with one hand since you will often be working with the visual-aid flip-books or writing with the other hand.

For your convenience, LLINC has developed modifications of a group of excellent tape recorders so they may be used for institutional installations in acoustically treated booths, for light-weight portable use at home, and for a

each Learning Unit several times before imitating for the first time. Then they record, compare, and improve several more times while looking at the situational photographs before going on to the second phase in which they learn the written forms of the words.

What number of repetitions would be right for all students: one, two, five, six, ten?

That's right, there is no correct number for all students because each learner is different and learns in his own fashion and at his own rate.

LLINC LINEAR-RECYCLICAL-BRANCHED PROGRAMMING LETS YOU SET THE PACE

With LLINC linear-recyclical-branched programming, you set the pace, you control the course, and it lets you learn at your own rate.

Only LLINC linear-recyclical-branched programming provides this complete flexibility for self-pacing in audio/visual courses in spoken foreign languages.

variety of heavier-duty portable uses in homes, schools, offices, and institutions.

LLINC TAPES MAY BE PLAYED ON ANY STANDARD TAPE RECORDER WITH A TAPE SPEED OF 3-3/4 INCHES-PER-SECOND

LLINC tapes are recorded "full-track" at a standard speed of 3-3/4 inches per second and can be played on any "full-track", "half-track", or "quarter-track" tape recorder or tape player which provides that speed.

7-1/2 IPS AND OTHER SPECIAL TAPES AVAILABLE ON SPECIAL ORDER

On special order, LLINC tapes are available to play at a tape speed of 7-1/2 inches-per-second for use on older machines. Tapes can also be made available on special order to fit any tape recorder or language-laboratory system which provides adequate frequency response and fidelity for language learning.

FOR MAXIMUM EFFECTIVENESS, USE LLINC COURSES ON A DUAL-CHANNEL LANGUAGE-LABORATORY-TYPE TAPE RECORDER

LLINC programmed audio/visual courses can be played as recordings on almost any standard tape recorder and can be expected to produce greater learning effectiveness than unprogrammed instructional materials.

For greatest learning effectiveness, however, LLINC Courses should be used on a dual-channel language-laboratory-type tape recorder which allows you to listen to the native voices on one track and simultaneously record your own voice on a student track without erasing or affecting the native voices.

Any of the LLINC-modified tape recorders shown in this brochure will do an excellent job within their recommended scope of use.

The new LLINC light-weight portable A.-C. recorder (not yet available in a battery powered model) is also an excellent machine for language learning as well as general purpose light duty recording and play-back in schools, offices, or homes, and is an excellent value.



LLINC *MiniLab* Home Language Laboratory System

LLINC's new light-weight language-laboratory-type tape recorder complete with microphone, stethophonic earphones, separate record and playback volume controls; with LLINC programmed course of choice. (Quarter-track monaural record and playback, and stereo playback through preamplifier outputs.)\$149.50

LLINC Programmed Language Courses Available Separately

Spanish, 100 hours average learning time; French, 100 hours; and Inglés (English for Spanish-Speaking People), 125-150 hours. Each \$35.00

LLINC *MiniLab* language-laboratory-type tape recorder alone.\$120.00

Optional Earphones Available



Impedance-matched noise-reducing ear muff earphones for increased comfort—separately, \$27.50. *MiniLab* ordered with accessory ear muff earphones and LLINC programmed language course of choice.\$174.50



Boom-mike headset with impedance-matched noise-reducing ear muff earphones and noise-cancelling boom microphone recommended for greatest convenience—separately, \$55.00. *MiniLab* ordered with boom-mike headset and LLINC programmed language course of choice.\$199.50

LLINC 3-Position Institutional Language Learning Center

Comfortable, acoustically treated 3-position LLINC Institutional Language Learning Center with 3 LLINC-modified tape decks, each complete with volume control earphones with noise-reducing ear muffs and noise-cancelling boom microphone. (Functions only as language learning recorder unless specified otherwise when ordered.) Booths available for right-handed students, left-handed students, or (as shown) with center position for left-handed student. \$1,295.00

LLINC-modified language-laboratory tape recorder deck, complete with impedance-matched volume control earphones with noise-reducing ear muffs and noise-cancelling boom microphone, available separately for booth installations (requires cut-out 12" wide by 12 5/8").\$250.00

Extruded aluminum base for LLINC-modified language laboratory tape recorder deck above. ...\$12.50



Language Laboratories, Inc.
Post Office Box 5999
Bethesda, Maryland 20014

Gentlemen:

In October 1964, I purchased a set of your Revised Spanish Course tapes and books as a supplement to my Spanish Courses one and two at Maryland University. By following your directions, the assistance I received was significant in my course work.

It has come to my attention that you are now in the process of preparing a set of tapes which will be equivalent to the Spanish courses six and seven at Maryland University. Will you please advise me when these advanced course tapes are available.

Your course is superior to any of the four or five other types I have tried, and the use of both male and female voices provides a much improved method for grasping the language. I highly recommend your course as a sound, permanent investment for learning and as a refresher course for the Spanish language.

Sincerely yours,
James S. Supe
James S. Supe
Captain, U. S. Navy

4029 Chesterbrook Road
McLean, Virginia

INDUSTRIAL ATTACHE
2558 MASSACHUSETTS AVE. N.W.
TEL COLUMBIA 5-8600-01-02



SPANISH EMBASSY
WASHINGTON, D.C.
December 9, 1964

Mr. Robert C. Snyder
Language Laboratories, Inc.
4823 Fairmont Avenue
Bethesda, Md.

Dear Mr. Snyder:

I have the pleasure to write you this letter to state that my family and I have used the system of learning the English language through the texts and tape recordings prepared by you, in the basic and advanced courses.

Both my family and I find with great satisfaction that we have achieved very good results in following your course and that our knowledge of the language has improved considerably.

You may use this testimony in any way you deem appropriate and with best regards, I remain

Sincerely yours,
Felix Aranguren
Felix Aranguren
Industrial Attache

Thank a lot to you - the course I am interested in.
ALEJANDRO GRAY
Feb 17/65
INTER AMERICAN DEVELOPMENT BANK
WASHINGTON, D.C. 20001

Language Laboratories, Inc.
4823 Fairmont Ave.
Bethesda 14, Md. - 20014

Our Students Say . . .

Quisiera por este medio agradecerle todas las atenciones que conmigo ha tenido referente a su gran interés en que yo llegase a completar su maravilloso curso de Inglés intensivo.

Este curso ha sido de gran provecho para mí, ya que antes de haber empezado con él, todo en mi trabajo y estudios se me hacían muy difícil. Ahora que he podido completar el curso y sentir la tranquilidad de que mi porvenir está más seguro, quisiera ver si muchas personas que estuvieran en mi caso probaran este curso, pues ha sido muy valioso y beneficioso para mí y sé que también lo será para todos es que prueben y confíen en él.

Muchas gracias de nuevo por su interés que en mí a tomado, se despiden muy cordialmente

Su amigo

Albert E. Planer

UNITED STATES DEPARTMENT OF AGRICULTURE
FOREST SERVICE
WASHINGTON 25, D.C.

IN REPLY REFER TO

6140

September 14, 1964

Mr. Bob Snyder
Language Laboratories, Inc.
P. O. Box 5999
Bethesda, Maryland

Dear Mr. Snyder:

We have been using your Basic Course in Spoken Spanish during the past six months. We have a few people in our Division of Foreign Forestry that needed this type of training.

Our preliminary evaluation indicates that this course has been very successful in meeting our needs. One of our students commented "I think this course has increased my self-confidence in pronunciation, provided me with a basic vocabulary, and enabled me to understand some spoken Spanish." The student also indicated that he felt this approach to learning Spanish was very motivating.

I am passing this information on to you as I know you are interested in our reaction to your course. We would probably make more use of both your spoken Spanish and spoken French courses if we had more people in our Foreign Forestry Division requiring this type training.

I hope this information will be useful to you.

Sincerely,
Bert Holby
BERT HOLBY
Chief, Training Systems



Mr. Robert C. Snyder
President
Language Laboratories, Inc.
4823 Fairmont Avenue
Bethesda, Maryland

Dear Mr. Snyder:

I want to thank you for making the Language Laboratories, Inc. Basic Courses in Spoken Spanish and Spoken French available to us. Our experimental utilization during the past several months at Goddard Air Force Base.

We used these materials for approximately 300 students of varying backgrounds and language aptitude levels in three different types of learning situations:

- Self-instructional use by students who work entirely alone without an instructor.
- Use without an instructor in small seminar groups of students (about 10 or 11 in a group) who first work through a learning unit out loud together as a group and then record individually on a language-laboratory-type tape recorder for pronunciation practice and improvement.
- Use in regular classroom groups under an instructor who uses the LINC materials for speech and comprehension preparation supplemented by traditional classroom materials.

The results have been excellent in all three of these situations. Speech, usage, and conversational comprehension skills of the students using these materials have been above those of students using other types of materials for the same amount of study. Interestingly enough, we have found that some students who work completely alone and use the LINC materials entirely for self-instruction have learned better and more efficiently than students working for the same length of time in classes with instructors. Also, the drop-out rate among students using the LINC materials has been far below average.

AEROSPACE STUDIES INSTITUTE
Air University
United States Air Force
Maxwell Air Force Base, Alabama 36112

Mr. Robert Snyder
Language Laboratories, Inc.
4823 Fairmont Avenue
Bethesda, Maryland 20014

Dear Mr. Snyder:

A group of students from Marymount College of Virginia took your Basic Course in Spanish last summer, just before our departure to the "study trip" I conducted in Spain.

After a short period of self-instruction, the students made great progress in pronouncing and speaking the language. The course does, in fact, prepare anyone with the use of a sufficient vocabulary to take a trip abroad and really enjoy it.

It is well-programmed; its method based on a modern linguistic approach makes the grammar easy to learn without any great effort.

My compliments to you.

Sincerely,
Enrique Gaston
ENRIQUE GASTON
Associate Editor
Spanish Language Edition
Air University Review
90:dw

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LANGUAGE LABORATORIES, INC.
4823 FAIRMONT AVENUE, P. O. BOX 5999
WASHINGTON, D.C. 20014
(Telephone: 301,652-3740)

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October 26, 1966

Mr. T. Nelson
Systems Consultant
Box 1546
Poughkeepsie, New York 12603

Dear Mr. Nelson:

You asked us to keep you informed about new developments at LLINC

Please look at the enclosed literature which will bring you up to date on our Programmed Courses and new language learning systems.

The new LLINC MiniLab Personal Language Learning System -- including the MiniLab Personal Language Laboratory tape recorder and the LLINC Programmed Course of your choice -- now costs only \$149.50. You can also have earmuff earphones or even a boom mike headset for your MiniLab as an optional extra.

If you want the extra comfort, quality, convenience, and learning effectiveness, get the earmuff earphones or the boom mike headset.

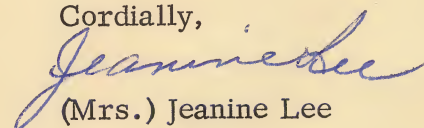
See page 7 of the brochure for pictures and prices

The MiniLab was specially designed by LLINC to allow you to learn a spoken foreign language more effectively, efficiently, and economically and yet, it can also be used as an excellent general purpose recorder.

Use LLINC Programmed Courses to learn to speak, read, read out loud, write, and THINK in your new language without translating. With LLINC's new programmed learning methodology you develop full native conversational speed and fluency. Average learning time - 100 hours.

The response to our display at the recent American Management Association International Conference on Educational Technology was very enthusiastic. As a result the demand for LLINC materials, particularly the new MiniLab Recorder, is great. Since there is a limited supply, shipment to you may be delayed unless you order quickly.

Cordially,


(Mrs.) Jeanine Lee

P.S. For prepaid orders LLINC pays shipping costs;
same unconditional money back guarantee applies.



Pioneers in programmed self-instructional audio/visual learning